



Pupil Development Grant School Statement template

This statement details our school's use of the PDG for the 2026 to 2027 academic year.

It outlines our strategy, how we intend to spend the funding in this academic year and the effect that last year's spending had within our school.

If your numbers are 5 and below please use a * instead of the allocation to protect the identification of children.

School Overview

Detail	Data
School name	Llantarnam Community Primary
Number of learners in school	341 – 306 statutory age 35 – Nursery
Proportion (%) of PDG eligible learners	12.4%
Date this statement was published	June 2026
Date on which it will be reviewed	June 2027
Statement authorised by	L Perrett
PDG Lead	A Spencer
Governor Lead	D Phillips

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£45,873
Pupil deprivation grant EY	£11,500
Total budget for this academic year	£57,373

Pupil Deprivation Grant (PDG) Plan 2025-26

Part A: Strategy Plan

Statement of intent

- To enhance wellbeing and accelerate learning in personal, social and emotional skills, literacy, and or mathematics.
- To provide enriched experiences which support wellbeing and learning.
- Providing equity and close the gap in learning and wellbeing.
- The plan and provision will provide a range of experiences and one to one and or small group additional interventions to support targeted development and or accelerated learning in literacy, mathematics and personal, social and emotional skills.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Accelerated learning / achievement of pupil targets in, Literacy and or numeracy for identified pupils.	Achieve accelerated learning targets (literacy, numeracy, personal, social and emotional) Achieve individual attendance target. Learning gap in relation to expected reduced.
Raised levels of pupil wellbeing, attendance and PSED skills	Achieved PSED targets Achieve attendance targets Improved wellbeing
Adult support and provision enhance pupil outcomes in Wellbeing, PSED, Literacy and Numeracy	Nurture, Elsa and focused PSED provision enables achieved targets in attendance, wellbeing and PSED skills Family engagement officer supports development through partnership with parents to provide appropriate wellbeing support, speech and language and reading development in early years and successful year 6-7 transition

Activity in this academic year

This details how we intend to spend our PDG **this academic year** to achieve the intended outcomes listed above

Intervention Programmes to support Equity, enhance wellbeing and provide breadth and depth of experiences, accelerate learning in literacy, numeracy and personal, social and emotional skills.

Staff to provide programmes – including, blank levelling, COMIT communication RWI, Fresh Start, bespoke literacy, CLIC for number and calculation. Elsa, Nurture, talk about, circle of friends, dog therapy, play therapy and play service provision, care equity and support and family and community engagement focused work to enhance wellbeing and personal, social and emotional skills.

Learning and teaching

Budgeted cost: £38,971

Interventions 1-1 and small group to raise levels of wellbeing and Personal, Social and emotional skills (to provide equity) Nurture Elsa Play Service Caring Canines Daily check ins	EEF Sutton toolkit One to one tuition – impact in months 5 Teaching assistants’ interventions - impact in months 4 Social and emotional interventions – impact in months - 4 Behaviour interventions – impact in months -4 Small group tuition – impact in months 4 The benefits of a school dog School dogs have been proven to help develop Pupils' reading skills, improve behaviour, attendance and academic confidence, as well as increasing student understanding of responsibility and in the development of empathy and nurturing skills. Hhttp://phw.nhs.wales/topics/promoting-individual-and-community-wellbeing/whole-school-approach-to-emotional-and-mental-well-being-wsaemwb/was-reports-file-bucket/elsa/
Interventions 1-1 and small group to raise literacy and Mathematics and Numeracy Levels to provide equity and attainment	EEF Sutton toolkit Reading comprehension strategies – impact in months - 6 Oral language interventions – impact in months - 6 Phonics – impact in months 5 One to one tuition – impact in months 5 Teaching assistants’ interventions - impact in months 4 Small group tuition – impact in months 4 WG PDG evidence: The review confirms that deploying additional staff time (including TAs) is effective when focused on diagnosing need early and removing barriers before gaps widen. Early years provision is highlighted as a stage where PDG can have long-term impact if support is timely and well targeted.
Wellbeing, Equity & Equality – Leadership - TLR Lead and manage provisions, groupings. Analyse and use progress data	Welsh government effective practice for PDG: Underpinned by robust analysis of eFSM data. The review emphasises that: ● Effective schools invest time in analysing attainment, attendance and wellbeing data for eFSM pupils ● Leadership capacity is essential to ensure funding is targeted, monitored and adapted in response to emerging needs ● PDG impact is strongest where leaders have time to interrogate data and hold staff to account for outcomes.

Community Focused Schools (to include: (i) building strong partnerships with families; (ii) responding to the needs of the community; (iii) collaborating with other services)

Budgeted cost: £18,402

Activity	Evidence that supports this approach
Family and Community Engagement officer - Support vulnerable families, pupils attendance and wellbeing - Support early literacy intervention through focused work with community play group, under 3 provision and nursery families	EEF Sutton tool kit Parental engagement – impact in months 4 In Wales, research from Estyn, the Educational Inspectorate, has identified that schools that are most effective in overcoming the impact of poverty on educational attainment are those that, as well as having excellent teaching, learner support and leadership in place, reach out to families and the community (Estyn, ...26 Sept 2023 The Welsh Government Review of the Pupil Development Grant (final reports 2023/2024) found that schools with the strongest impact for eFSM pupils: ● Use PDG to remove non-academic barriers such as poor attendance, anxiety, family instability and low engagement ● Invest in staff who work directly with pupils and families ● Prioritise attendance, wellbeing and sustained engagement as prerequisites for learning The review explicitly notes that family-focused roles help schools improve attendance and engagement, which in turn leads to improved attainment over time

Wider strategies (for example and where applicable, Health and Well-being, Curriculum and Qualifications, Leadership and Raising Aspirations)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach
Add or delete rows as needed	

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of outcomes in the previous academic year

PDG outcomes

This details the impact that our PDG activity had on pupils in the 2025 to 2026 academic year.

Activity	Impact
Interventions to accelerate learning, wellbeing and Personal, Social and emotional skills (to provide equity) Staff intervention programmes - £31,335.70 Staff Leadership release £3,500	All pupils evidenced significant progress. Most achieved individual targets in PSED skills Reading – Many pupils have made above expected progress in reading Few pupils have made below expected in reading Maths – Most pupils have made below expected progress in CLIC Few have made expected or above progress in CLIC Effective strategic vision, articulated and owned by all staff. Clear priorities and well managed and organised provisions. Effective monitoring and evaluations
<i>Additional provision / Interventions to support improved wellbeing and personal, social and emotional skills</i> <i>Elsa – 1 day per week – staff - £5,757.80</i> <i>Dog Therapy,</i> <i>Play therapy – summer term</i> <i>Play service ½ day 5 days summer</i> <i>2 ½ days Autumn and Spring - £3,500</i>	Nearly all pupils receiving ELSA provision evidenced significant progress with social and emotional skills and greater success in relationships with peers. All pupils accessing play therapy evidenced significant progress in emotional regulation and overall wellbeing. All pupils actively engaged in all sessions with caring canines and play service. Positive feedback in relation to positive relationships built with play service staff.
Family and community Engagement Officer (lead school – work with Care, Equity and support to improve identified pupils attendance and wellbeing and lead across the cluster of school to enhance FaCE provision and leadership	Objectives of annual plan achieved with marked impact across cluster alongside achievements in own provision. Around half of the pupils made expected or above expected attendance

Externally provided programmes

Please include the names of any programmes that you purchased in the previous academic year. This will help us identify which ones are popular in Wales.

Programme	Provider
Dog Therapy	Caring Canines

Play Therapy	Private Play Therapist
Play Service	Torfaen Play Service

Further information (optional)

Use this space to provide any further information about your PDG strategy. For example, about your strategy planning, or other activity that you are implementing to support pupils from low-income households, that is not dependent on PDG.